Hillvue Public School Plan 2015 – 2017

Public Schools NSW | School plan 2015 - 2017 | Hillvue Public School – Connected Communities

www.schools.nsw.edu.au
School background 2015 - 2017

SCHOOL VISION STATEMENT

“To Greater Heights”

It is our aim to further the development of each student by providing a happy and safe environment where everyone is encouraged to be the best person they can be. Innovation, Opportunity and Success are a key focus at Hillvue Public School.

Established core values such as personal pride, respect for self, family, school and community and a rigorous curriculum underpinned by strong welfare and aspirational programs support students with their learning journey.

We encourage our community to respect the past, value the present and aim high for the future.

Our mission statement is proudly displayed at the front of our school for all to see.

SCHOOL CONTEXT

Hillvue Public School has an enrolment of 287 students, with 78% of students identifying as Aboriginal or Torres Strait Islander. The school, located in Tamworth has well maintained expansive grounds and is one of 15 Connected Communities Schools in New South Wales.

The Connected Communities strategy positions schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.

Hillvue Public School has a strong focus on student welfare, community engagement and quality teaching and learning.

Key initiatives such as Early Action for Success, Stephanie Alexander Kitchen Garden Program. Open Plan Early Stage One Learning, boys and girls groups and the teaching of the Gamilaroi Language are examples of the development and implementation of innovative programs that cater for the needs of students from Aboriginal and Torres Strait Islander and low socio-economic backgrounds.

This is also supported by our close links with the University of Newcastle Rural Health, the University of New England, Opportunity Hub, Tamworth TAFE, Tamworth AECG and St Peters Anglican Church Volunteers.

Hillvue Public School has a genuine focus on children and the provision of a diverse and innovative curriculum supported by two Instructional Leaders and quality classroom teaching.

Our enthusiastic, approachable staff are highly trained; experienced professionals who provide the foundation for our motto of Innovation, Opportunity and Success.

We work together to ensure our teachers, students and families are supported and recognised as important members of our school community.

SCHOOL PLANNING PROCESS

A number of focus group discussions with students, staff, parents and community have taken place to garner information in relation to school strengths, opportunities, weaknesses and barriers. Parent and community sessions were held both at school and at the Coledale Community Centre.

Feedback and discussion from our Parents and Citizens Association, School Reference Group and Tamworth Aboriginal Education Consultative Group (AECG) have also taken place on a regular basis.

As part of the Connected Communities Strategy we have been involved in many information gathering processes involving staff, students, parents and community. Sydney University Narrative Research Study, GRATTAN Institute school case study survey, Connected Communities Evaluation; including surveys and a site visit and Dare to Lead. This has provided us with varied and rich feedback to guide our improvement and direction.

Data relating to student learning outcomes including NAPLAN, Early Action for Success, behaviour, attendance and engagement have been reviewed and discussed in detail.

The National School Improvement Tool has also been used to assist with evaluation of key initiatives.

Key Support Documents

Connected Communities Strategy
Great Teaching Inspired Learning
National School Improvement Tool
Early Action for Success – K-2 initiatives
Aboriginal & Torres Strait Islander Action Plan 2010-2014
Melbourne Declaration on Educational Goals for Young Australians
School strategic directions 2015 - 2017

Stronger partnerships with community, universities, government and non-government agencies are crucial to the success of the Connected Communities Strategy. Without quality collaborative partners we will not achieve the ten key deliverables outlines in the Connected Communities Strategy. We should never consider education a luxury; it is a necessity, especially for children from Aboriginal and low socio economic communities, so they can enjoy a high quality of life. It may be their only chance at a better life. Strong partnerships will enhance our capacity to achieve this.

To ensure that teachers and the school leadership team consistently promotes, models and supports quality teaching and learning practices across the school to engage all students in learning and allow them to be the best they can be. We must set high expectations and engage our students if we want them to learn. We believe that will and skill must go hand in hand if we are to improve. As educators we must have the skill to teach and the will to improve.

Teachers must provide a flexible, innovative and challenging curriculum that supports the needs of 21st century learners. We must provide all students with learning experiences that engage them and provide opportunities to excel and achieve the highest possible learning outcomes in all areas of school. The promotion of opportunities, innovation and success underpin this strategy. Students who need education the most to provide a catalyst for creating positive change in their lives are those who persistently achieve at the lowest levels at school. Constant reflection and review of strategies, processes and procedures is crucial to achieving this strategic direction.
Strategic direction 1: [Development of Stronger Partnerships]

**PURPOSE**

Stronger partnerships with community, universities and government and non-government agencies are crucial to the success of the Connected Communities Strategy. Without quality collaborative partners we will not achieve the ten key deliverables outlined in the Connected Communities Strategy. We should never consider education a luxury; it is a necessity, especially for children from Aboriginal and low socio-economic communities, so they can enjoy a high quality of life. It may be their only chance at a better life.

**PEOPLE**

**Staff:**
Demonstrate commitment to building community partnerships that are ongoing and supportive of our school.
Staff value and promote close and collaborative relationships with parents and community.
Involvement in the development of parenting workshops to increase level of understanding amongst community about the Australian Curriculum

**Parents:**
Communicate the school plan and provide forums for parental feedback.
Increased levels of effective communication processes with community to enhance levels of engagement

**IMPROVEMENT MEASURE/S**

Attendance rates of above 90%
Attendance improvement plan developed and implemented
Strong and regular communication between parents and school will provide early advice and discussion about student progress, inappropriate behaviour and concerns both at home and at school. This open, honest and regular communication will support a reduction in suspensions and unexplained absences from school.

Strong proactive partnerships exist with University of New England, University of Newcastle Rural Health, Opportunity Hub, Tamworth AECG and Tamworth TAFE.

**PROCESSES**

**Staff:**
Develop strategies to improve school communication with parents and community utilising a range of technologies.

**Leaders:**
Development of stronger partnerships with Peel High School to support transition of students from stage three to stage four and preschool to kindergarten
Development and promote the role of the school reference group as a voice for parents and community.
Explore additional avenues for strengthened partnerships with University of New England, University of Newcastle Rural Health, Opportunity Hub, Tamworth AECG and Tamworth TAFE
Promotion of the school through electronic sign, newspapers and public appearances.

**Parents:**
Development and implementation of literacy and numeracy workshops to support and enhance parent’s understanding to enable them to support their children.
Expand Aboriginal language program to work with parents and community in teaching of language

**PRODUCT AND PRACTICES**

**Product**
Positive and respectful relationships across the school community underpin productive learning environments.
Increase student attendance
Decrease student suspensions and behaviour referrals
Improve parent understanding of literacy and numeracy strategies to assist their children at home.
Increased number of Aboriginal parents talking to teachers about their child’s learning needs.
School is viewed as a quality learning environment within the wider community

**Practice**
Aboriginal parents involved in the PLP process
Smooth transition of students from the local preschool to the primary school setting and from stage three to stage four.
School Reference Group will work collaboratively in the development, planning and shared decision making of the school
Parents participating in language workshops with students.
Strategic direction 2: [Engagement Through Quality Teaching]

**PURPOSE**
To ensure that teachers and the school leadership team consistently promotes, models and supports quality teaching and learning practices across the school to engage all students in learning and allow them to be the best they can be. We must set high expectations and engage our students if we want them to learn. We believe that will and skill must go hand in hand if we are to improve. As educators we must have the skill to teach and the will to improve.

**PEOPLE**

**Students:**
Will be provided with current best practice learning opportunities to develop their skills in: creativity, diversity and critical thinking.

**Staff:**
Know and understand the impact they have on learning within their classroom.
Develop a shared understanding of good teaching practice using the professional teaching standards.
Strengthen commitment to the continuous improvement of teaching and the improvement of student learning.
Negotiate personalised professional learning for all teaching staff through a range of strategies that focus on reflection, feedback, sharing and professional practice.

**Parents:**
Build parent awareness of school expectations, teaching strategies and assessment and reporting.

**Community partners:**
Build community awareness of school standards and expectations and the achievements of students.

**Leaders**
Increase the capacity of the school leadership team to mentor and coach teachers in the development of relevant and effective teaching practices with high expectations.

**IMPROVEMENT MEASURE/S**

Teacher self-assessment using ATSIL standards pre and post intervention show improvement in teaching ability.
Performance and Development Framework implemented for all teaching staff
All teachers meet or exceed the level of proficiency as outlined in the BOSTES teacher accreditation Professional Standards.
PLAN implemented as the primary driver for benchmarking students against state grade expectations.
Teacher progress is reflected in quality professional learning.

**PROCESSES**

**Staff:**
Provide planned support to beginning teachers and teachers new to the school to support quality teaching.
Engage all staff in professional learning to develop a shared understanding of effective teaching practice based on ATSIL standards and support its implementation in the classroom.
Implement Performance and Development Framework for all teaching staff.
Provide coaching and mentoring by two Instructional Leaders to support teachers in planning and quality teaching practices.

**Leaders:**
Develop a deeper understanding of program requirements to support quality teaching.
Further develop a culture of collaboration, sharing, reflection and support in pursuit of effective teaching and learning.

**Evaluation plan:**

**PRODUCT AND PRACTICES**

**Product:**
Self-assessment using the ATSIL standards pre and post intervention show improvement in teaching.
Regular attendance at weekly professional learning shows improvement in teaching.

**Practices:**
Students and staff work in a culture of high expectations, committed to the principles of effective teaching and learning.
Effective teaching practice reflecting the professional teaching standards occurs in all classrooms.
All members of the leadership team are skilled in coaching and supervisory practices that focus on supporting effective teaching practice across the school.
A strong induction program ensuring a good start to effective teaching for new and early career teachers.
All staff demonstrates a desire to constantly improve pedagogical practice evidenced in professional learning plans aligned to the school plan and the Australian Teaching Standards.
Strategic direction 3: [Innovative and Challenging Curriculum]

**PURPOSE**

Teachers must provide a flexible, innovative and challenging curriculum that supports the needs of 21st century learners. We must provide all students with learning experiences that engage them and provide opportunities to excel and achieve the highest possible learning outcomes in all areas of school. The promotion of opportunities, innovation and success underpin this strategy. Students who need education the most to provide a catalyst for creating positive change in their lives are those who persistently achieve at the lowest levels at school. Constant reflection and review of strategies, processes and procedures is crucial to achieving this strategy.

**PEOPLE**

Students:
- Develop student understanding of what is meant by success, high achievement and excellence.
- Develop critical thinkers who can reason, reflect, challenge and think creatively.

Staff:
- Develop staff capabilities through professional learning activities.
- Develop the capabilities of teachers to plan, implement and evaluate well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- Coach teachers to plan and deliver quality learning experiences which engage students.
- Develop a deep understanding of the Numeracy and Literacy Continuums.

Leadership:
- Actively participate in professional learning to lead and support improvement, innovation and change.

Parents:
- To provide opportunities for parents, teachers and community to work together to support innovative and challenging curriculum.

Community Partners:
- Expand and strengthen links with University of New England, University of Newcastle Rural Health, Tamworth TAFE, Opportunity Hub and Tamworth AECG.

**PROCESSES**

Staff:
- Build teacher capacity to incorporate differentiated strategies to meet specific learning needs of students.
- Develop and implement a program of professional learning to support teaching and learning literacy and numeracy, new syllabus documents, technology and Aboriginal language and culture.

Leaders:
- Focus on enhancing collaborative programming processes through stage teams to ensure a K-6 approach to syllabus implementation.

Parents:
- Provide parent learning sessions on literacy and numeracy strategies.

**PRODUCT AND PRACTICES**

Product:
- Reduction in the number of matched students in the bottom two bands.
- Increase in the number of students who meet minimum growth in year 3 to year 5 and year 5 to year 7.

Practices:
- Visible learning that includes learning intentions, success criteria, assessment and feedback is embedded in English and Numeracy. Students engage in quality learning programs that are challenging, differentiated and innovative.
- All staff have deep understanding of BOSTES NSW syllabus and there is clear evidence of school based scope and sequence documents informing teaching and learning.
- Professional learning, stage meetings and staff meetings promote dialogue and collaboration to develop consistent teacher judgement.
- Collaborative processes ensure a K-6 approach to syllabus implementation in all subject areas.
- Early identification of students with special needs takes place and appropriate support is put in place.

**IMPROVEMENT MEASURE/S**

All staff have deep understanding of BOSTES NSW syllabus and there is clear evidence of school based scope and sequence documents informing teaching and learning.

There will be a reduction in the number of matched students in the bottom two bands of NPLAN for both year 3 and year 5 students.

There will be an increase in the number of students who meet minimum growth from year 3 to year 5 and from year 5 to year 7.